

EUPEA

EUROPEAN PHYSICAL EDUCATION ASSOCIATION

Antecedents of the EuPEO Project: Communalities and Uniqueness in European Physical Education and School Sport

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1. Introduction
2. Categories of QPE indicators
3. Statements from significant institutions and organizations
4. EUPEA/UNESCO Seminar on QPE
5. European PE surveys conducted by EUPEA
6. Conclusion and Outlook



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1. Introduction

About EUPEA

- Founded in 1991 in Brussels
- Declaration of Madrid 1991, amended in Brussels 2011

“No Education without Physical Education”

- The umbrella organization of the national Physical Education Associations in Europe
- Members in more than 30 countries in Europe
- Focus on promotion of and advocacy for Physical Education



1. Introduction

As QPE is a broad discussed topic, there are several inspiring sources about QPE indicators:

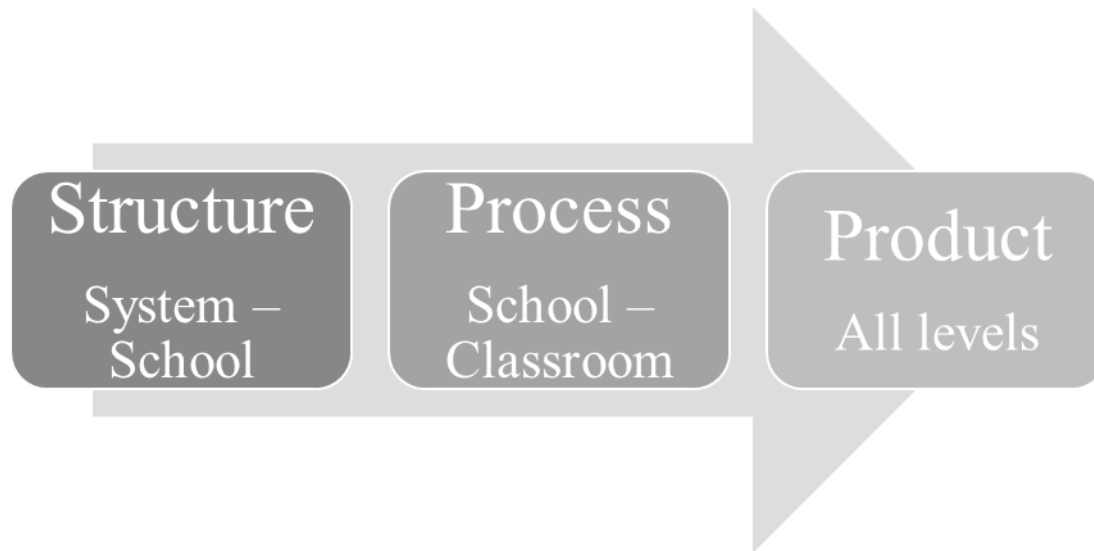
- Literature review on categories of QPE indicators
- Statements from significant institutions and organizations
- The deliberations from the EUPEA/UNESCO Seminar on QPE
- Former EUPEA experience in European PE surveys



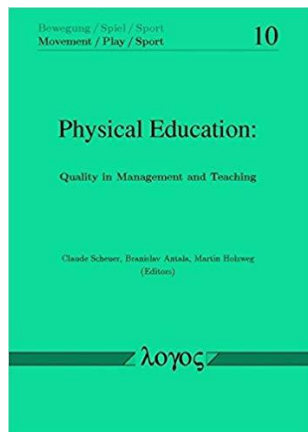
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2. Categories of QPE indicators



Impact levels of QPE categories (Scheuer & Holzweg, 2014, p. 64)



Scheuer, C., & Holzweg, M. (2014). Quality in physical education: an overview from the perspective of physical education teacher associations. In C. Scheuer, B. Antala, & M. Holzweg, *Physical Education: Quality in Management and Teaching* (pp. 62–71). Logos: Berlin.

In general, a lot of factors can have an impact on QPE. The following categories generally structure the different factors (Scheuer & Holzweg, 2014):

- Quality aspects in relation with input or human resources can be summarized under the category **Structure**;
- Quality aspects linked to the context and to the process are overlapping and can be brought together under the category **Process**.
- Quality aspects focused on outcomes or output and on objectives could be outlined as **Product**.

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3. Statements from significant institutions and organizations

- **EU Physical Activity Guidelines (2008)**: physical activities on a daily basis in all grades, enough time in the school schedule, reasonable class size, adequate facilities and equipment, qualified teachers, ...
- **ICSSPE (International Council of Sport Science and Physical Education): International Benchmarks for PE Systems (2010)** with criteria to appreciate the PE system level of progress (maturity) and macro-, meso- and micro-indicators dimensions (Policy, Curriculum, Schools, Teacher and Learners).
- **NASPE (American National Association for Sport and Physical Education): NASPE Standards (2011)** for the physical educated person and criteria or conditions to achieve these standards with opportunity to learn, appropriate instruction practice and student and program assessment.
- **AIESEP (Association Internationale des Écoles Supérieures de Education Physique): QPETE Position statement (2014)** reporting on the 2014 specialist seminar on the relationship between QPE and QPETE, norms for ITT and expertise for PE teacher educators, as well as universities/schools connections.
- **UNESCO: QPE Guidelines for Policy Makers (2015)**
- **EUC Expert Group “Health-enhancing physical activity”: Recommendations to encourage physical education in schools, including motor skills in early childhood (2015)**

Onofre, M., Holzweg, M., Repond, R.-M., Schmid, S., & Scheuer, C. (2014). *EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014*. Retrieved from <https://www.eupea.com/wp-content/uploads/2015/07/150530-EUPEA-Report-on-QPE-Seminar-UNESCO.pdf>

3. Statements from significant institutions and organizations

Overview from the perspective of PE teacher associations

Country / Region	Document	Document type
United States NASPE	<ul style="list-style-type: none"> Physical Education Is Critical to Educating the Whole Child What Constitutes a Quality Physical Education Program? 	Position statement
United Kingdom afPE	<ul style="list-style-type: none"> Quality of Teaching Health Position Paper 	Recommendations Position paper
Germany DSLVL	<ul style="list-style-type: none"> Memorandum on Physical Education and School Sports adopted by DOSB, DSLVL and dvs in September 2009 	Memorandum
Ireland IPPEA	<ul style="list-style-type: none"> Quality Physical Education in the Irish Primary School Context 	Policy Document
Switzerland SVSS	<ul style="list-style-type: none"> Implementation of a national instrument for observation of QPE 	Implementation document
Europe EUPEA	<ul style="list-style-type: none"> Code of Ethics & Good Practice Guide for PE Physical Education Guidelines EUPEA principles Declaration of Madrid 	Guidelines Principles Declaration

Scheuer, C., & Holzweg, M. (2014). Quality in physical education: an overview from the perspective of physical education teacher associations. In C. Scheuer, B. Antala, & M. Holzweg, *Physical Education: Quality in Management and Teaching* (pp. 62–71). Logos: Berlin.

3. Statements from significant institutions and organizations

In accord with the categories of QPE indicators identified in a literature review – Structure, Process and Product – a systematic analysis of selected documents issued by PE Teacher Associations presents the indicators described in the following.

Structure:

System and/or school level: mission of PE, instruction periods, PE teacher education, equipment and teacher/pupil ratio.

Process:

- *System/school level:* curricula (both national and school curricula) and leadership and management.
- *Classroom level:* meaningful content, learning processes, teacher practices, physical activity levels and assessment.

Product:

Outcome, monitoring and assessment.

Onofre, M., Holzweg, M., Repond, R.-M., Schmid, S., & Scheuer, C. (2014). *EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014*. Retrieved from <https://www.eupea.com/wp-content/uploads/2015/07/150530-EUPEA-Report-on-QPE-Seminar-UNESCO.pdf>

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3. Statements from significant institutions and organizations

The contributions of PE teacher associations to the general discussion on QPE focus on two perspectives:

- **Ask for securing the perquisites for QPE on a structural level**, which points out the political perspective that PE teacher associations overtake by advocating for QPE and PE in general.
- **PE teacher associations give many statements that impact on the process level**. These statements give mainly indications about learning processes and teacher practices and can be situated on the classroom level.

What is discussed less are factors on the product level in relation with concrete outcomes of PE in relation with **monitoring and assessment**. But also issues about actual relevant topics like **school development and management** seem to be less in the focus of discussions about QPE.

Conclusion

- Pragmatic approach
- Practical perspective from the point of view of the PE teacher
- Political perspective: advocating for PE
- Absence of an evidence-based, scientific perspective

Onofre, M., Holzweg, M., Repond, R.-M., Schmid, S., & Scheuer, C. (2014). *EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014*. Retrieved from <https://www.eupea.com/wp-content/uploads/2015/07/150530-EUPEA-Report-on-QPE-Seminar-UNESCO.pdf>

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EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014

1. Quality of Physical Education (QPE) must be conceived as a **multi-systemic phenomena** implying the consideration of the following levels: **structure, process and product**

2. At the **structure level** QPE must be represented by:
 - a. The use of **systematic School PE advocacy** for the society in general, policymakers (government, parliament, political parties), head teachers or school principals (each school, principals' associations), parents (individually, parents' associations)
 - b. The formal clarification of the PE conceptual orientation including together the ideas of the **inclusive learning skills and learning to learn**, within a **positive ambiance**, in order **to promote physical literacy and a healthy lifestyle based on physical activity and sport life-long**
 - c. The physical and emotional **secureness of the school and its surroundings**
 - d. The existence of **motivated and qualified/competent PE teachers** (attending specific training in a PE teaching master degree),
 - e. **PETE that follows clear rules** for ITT qualification (including the practicum and probationary training) and that promote the integration between CPD (Life-long learning programs) and the structured careers development

Onofre, M., Holzweg, M., Repond, R.-M., Schmid, S., & Scheuer, C. (2014). *EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014*. Retrieved from <https://www.eupea.com/wp-content/uploads/2015/07/150530-EUPEA-Report-on-QPE-Seminar-UNESCO.pdf>

EUPEA/UNESCO Seminar on Quality Physical Education. Report – Paris, April 4th 2014

3. At the **process level** QPE needs to be characterized by:

- a. The presence of **formal curricula** proposals, offering **content diversity** (including expressive activities), matching the **local cultural interesting**, based on teachers' collegiality in decision-making
- b. PE lessons oriented to improve: a **positive learning environment**, the **students' understanding**, the **challenge for all students** and the **learners' autonomy and responsibility**
- c. The PE delivered school must be **autonomously and regularly evaluated** involving as participants the teachers and the students, focused on the appreciation of the learning outcomes, and the teachers evaluation

4. At the **product level** QPE will be represented by:

- a. The existence of **formal and systematic PE learning assessment**, including **physical fitness** and **values**, mainly developed in a formative way, focused on **PE competencies**, grading the learning gains, assuring its meaningfulness

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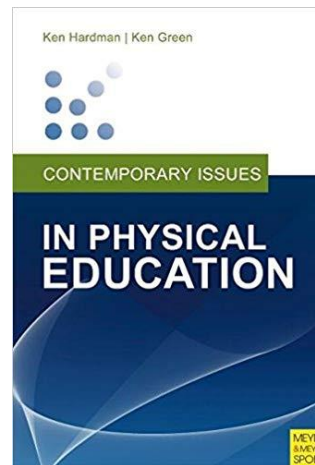
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5. European PE surveys conducted by EUPEA

EUPEA research on a physically well educated person

The aims of Physical Education –
Comparison from priorities adopted by PE teachers in 14 European countries



Fisher, R., Diniz, J., & Repond, R.-M. (2011). A Physically Educated Person. In Hardman, K., & Green, G. (Eds.). *Contemporary issues in Physical Education*. Oxford: Meyer & Meyer.

Top five ranking

- To encourage the adoption of active and healthy lifestyles
- To develop a feeling of personal wellbeing/wellness
- To inculcate a sense of important values in sport (fair play, solidarity...)
- To develop a broad repertoire of movement competence
- To provide opportunities for all pupils to learn and achieve, regardless of ability, gender or social and cultural background

The aims and learning outcomes prioritized by teachers demonstrate that the important factors for them are the adaption of a balanced and active life with good habits.

Main Antecedent

What do we know about the European PE reality?

*Physical education and school sport
in Europe:
From individual reality to collective
desirability*



Main Antecedent

What do we know about the European PE reality?

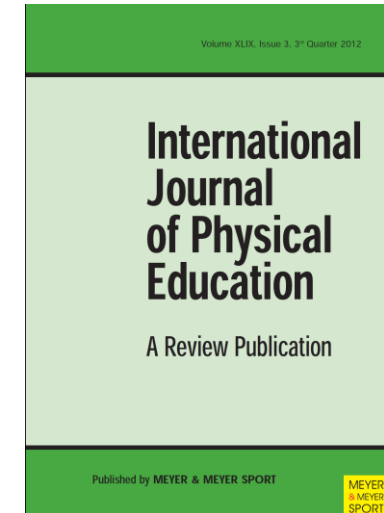
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Holzweg, M., Onofre, M., Repond, R.-M., & Scheuer, C. (2013). Schulsport in Europa aus Perspektive des Europäischen Sportlehrerverbands (EUPEA). *Sportunterricht*, 62(8), 229-234.

Marques, A., Holzweg, M., Scheuer, C., Repond, R.-M., Correia, C., Onofre, M. (2014). Extracurricular sports in European schools: A descriptive study. *International Sports Studies*, 36(1), 63-70.

Onofre, M., Marques, A., Moreira, A. R., Holzweg, M., Repond, R.-M. & Scheuer, C. (2012a). Physical education and sport in Europe: From individual reality to collective desirability (part 1). *International Journal of Physical Education*, 49(2), 11–35.

Onofre, M., Marques, A., Moreira, A. R., Holzweg, M., Repond, R.-M. & Scheuer, C. (2012b). Physical education and sport in Europe: From individual reality to collective desirability (part 2). *International Journal of Physical Education*, 49(3), 17–31.



5. European PE surveys conducted by EUPEA

Physical education and sport in Europe: From individual reality to collective desirability

**21 Countries (representatives from
national associations)**

**Mixed Questionnaire focused on:
What do we have in our country?
What do we desire for Europe?**

Descriptive Statistics

Holzweg, M., Onofre, M., Repond, R.-M., & Scheuer, C. (2013). Schulsport in Europa aus Perspektive des Europäischen Sportlehrerverbands (EUPEA). *Sportunterricht*, 62(8), 229-234.

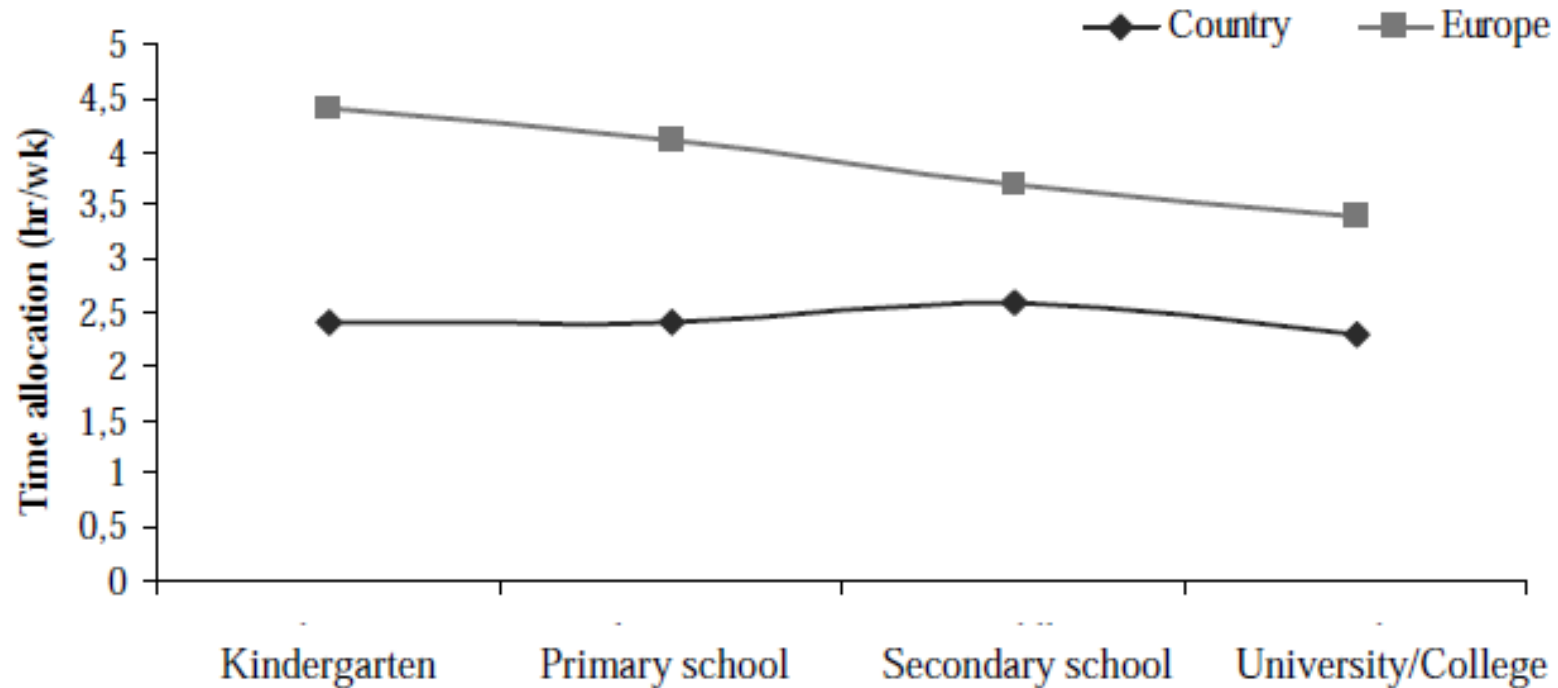
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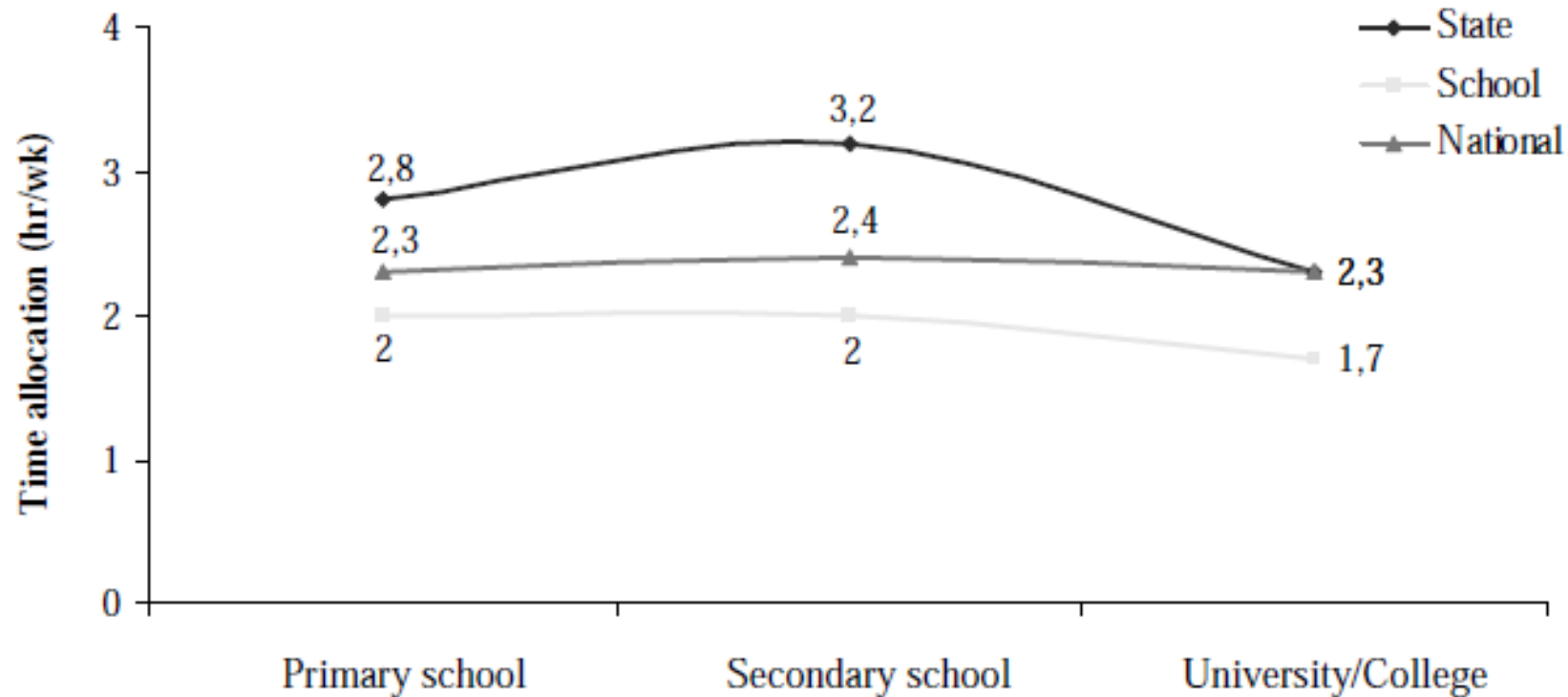


5. European PE surveys conducted by EUPEA



Average PE time allocation in each education level (Onofre et al., 2012b, p. 25)

5. European PE surveys conducted by EUPEA



PE time allocation according generalization levels of the PE program (Onofre et al., 2012b, p. 25)

5. European PE surveys conducted by EUPEA

EUPEA questionnaire on PE in Europe 2015

Context

- EUPEA study “Physical education and school sport in Europe: From individual reality to collective desirability” from 2011
- Report on EUPEA Seminar on Quality Physical Education at UNESCO in Paris 2014

Objective

- Getting an overview of the actual situation of PE in Europe
- Collect more precise information on curricular aspects considering QPE based on the EUPEA report on QPE
- Further input for the EUPEA project “Monitoring the Quality in PE in Europe: the project of the Observatory”



5. European PE surveys conducted by EUPEA

EUPEA questionnaire on PE in Europe 2015

- Questionnaire with 5 parts
 - PE in the educational system: 6 Items
 - Formal issues of the curriculum in elementary school: 14 Items
 - Objectives, content and assessment issues of the curriculum in elementary school: 7 items
 - Formal issues of the curriculum in secondary school: 14 Items
 - Objectives, content and assessment issues of the curriculum in secondary school: 7 items
- Sent to 48 Members/Contacts in 39 countries
- Received 23 answers from 19 countries

ALB, BEL, CZE, ENG, FRA, GER, GRE, HUN, IRL, ITA, LUX, NED, POL, POR, SCO, SRB, SLO, SPA, SWE



5. European PE surveys conducted by EUPEA

EUPEA questionnaire on PE in Europe 2015

Most urgent problems of PE

Problem	Frequency	Countries
Specialised PE teachers in Elementary Education, qualification level	8	BEL, ENG, IRE, ITA, LUX, NED, POR, SCO
PE curriculum reform	3	CZE, FRA, IRE
Infrastructure	3	ALB, HUN, SER
Qualification PE teachers	2	ALB, HUN
Supervision, Quality support	2	ALB, HUN
Assessment	2	ENG, POR
Time allocation	2	GRE, IRE, POR

5. European PE surveys conducted by EUPEA

EUPEA questionnaire on PE in Europe 2015

Key concept of the PE curriculum in Primary School

Key concepts	Frequency	Countries
Fundamental movement skills, movement competence	14	ALB, BEL, ENG, FRA, GER, GRE, HUN, IRE, LUX, POL, POR, SCO, SER, SPA
Health education	13	ALB, BEL, CZE, FRA, GER, HUN, ITA, LUX, NED, POL, POR, SLO, SWE
Sports Education, Games	7	ALB, ENG, FRA, GER, GRE, HUN, SLO
Social competences	5	BEL, ENG, GRE, ITA, LUX
Lifelong physical activity	5	ENG, IRE, NED, POR, SER
Physical literacy	3	ALB, GER, HUN
Reflection, Analysis	3	ENG, ITA, SCO

5. European PE surveys conducted by EUPEA

EUPEA questionnaire on PE in Europe 2015

Compulsory Physical Education lessons in Europe

School level	ALB	BEL	CZE	ENG	FRA	GER	GRE	HUN	IRL
Elem	3	2	2	2*	3	3	2-4	5	1-2 (60')
Sec I	3	2	2	2*	4-3	2	2	5	
Sec II	3	2	2	2*	3	2	2-1	5	

School level	ITA	LUX	NED	POL	POR	SCO	SRB	SLO	SPA	SWE
Elem	1	3-2	1-2	3-4	2	2	2	3	2	2
Sec I	2	3-2	2-2.5	4	3	2	3	2	2	2
Sec II	2*	2-1	2-2.5	3	2	2	2	2-3	2	1

5. European PE surveys conducted by EUPEA

EUPEA questionnaire on PE in Europe 2015

Conclusion

- Differences on the generalization level of PE
- Differences in the structure of the PE curriculums
- Different understanding of what Physical Education is or should be about (concept)
- Different focus depending on the school level and on the country
- Differences in the PE time allocation
- Enormous problems in Elementary PE in many European countries

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6. Conclusion and Outlook

- Situation in Europe with regard to QPE on the different levels of structure, process and outcome of PE is very diverse
- In many European countries a lack of quality of different QPE indicators remains prevalent
- A European monitoring system to evaluate QPE on a regular basis is strongly needed
- Contribution from the scientific community that is engaged in the field of PE

Establishment of a regular observatory for QPE, put in place and run by the different stakeholders: PE researchers and PE practitioners

Thank you for your attention!

For more information:

www.eupea.com

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 **[@eupea1](https://www.facebook.com/eupea1)**

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